

A review of self-regulated learning and the Motivated Strategies for Learning Questionnaire (MSLQ)

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INSTRUCTION

- During this 21st century, emphasizing learning is for changing the individuals' behaviour in their life spend.
- The use of technology and social network is highly increasing.
- Learning during this pandemic situation-The big challenges in learning and teaching activity in adjustment the online courses worldwide.
- The vital factor The learner perceived ability that effects to self-regulated learning (intrinsic motivation and procrastination)
- self-regulated learning (srl) strategies - high level of competence in learning, more intrinsic motivation, and less in procrastination (Elisabeth, et al. 2021).
- MSLQ - Motivated Strategies for Learning Questionnaire – course achievement – motivation & Learning strategy.
- Theoretical framework of MSLQ – social cognitive theory – motivation and self-regulated learning

PURPOSE OF THE STUDY

- To understand the different models and concepts of self-regulated learning
- To find out the effective of the MSLQ instrument
- To study the importance of self-regulated learning in students learning performance

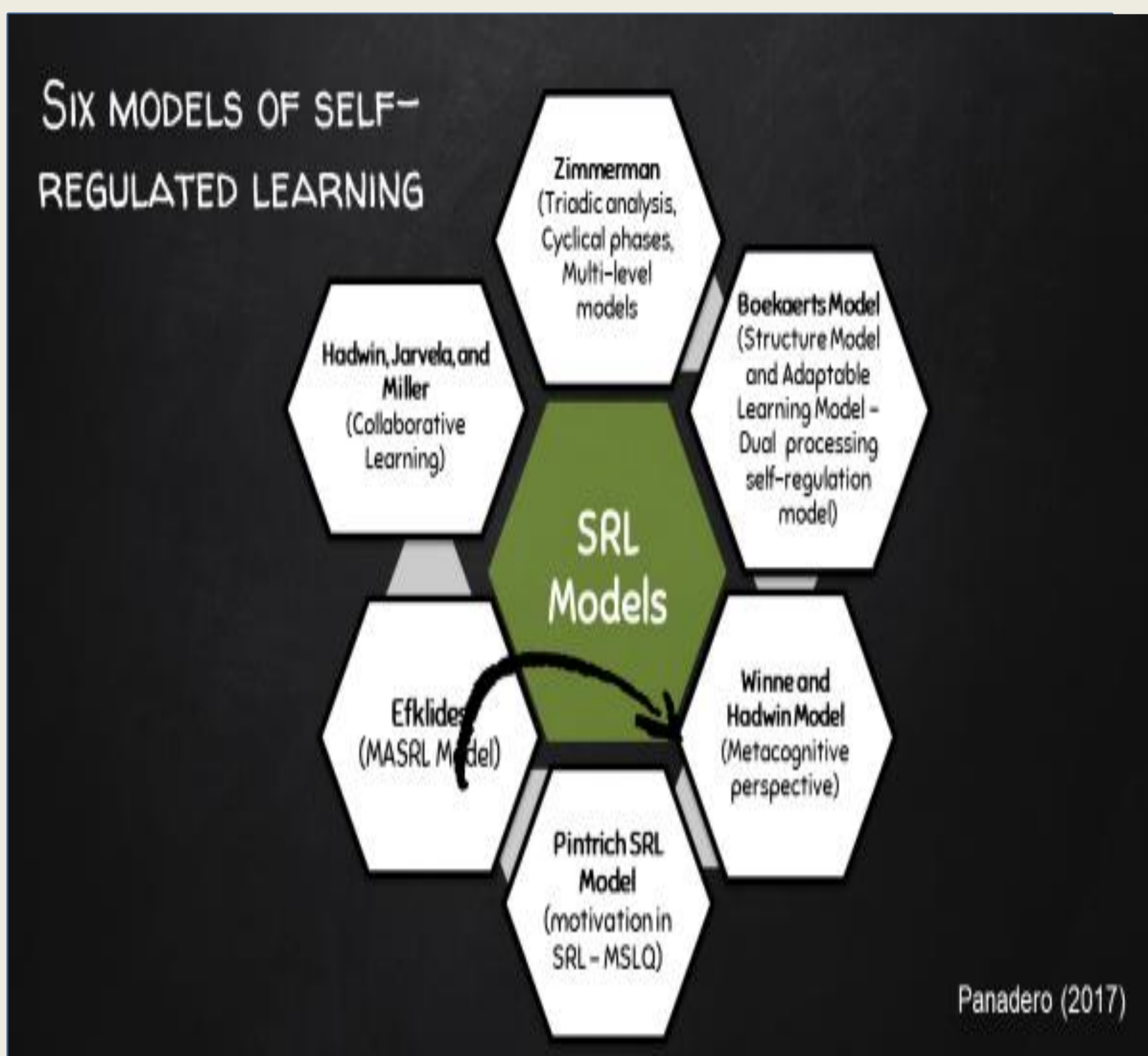
METHODOLOGY

- The review of the literature from different scholars (duration up to date) articles, theses, dissertations – approx. 15-20 works to review.
- Particularly mentioned on how important of self-regulated learning, the history of developing six models of srl, their instrument and measurement.
- Emphasis the research finding and result of using MSLQ instrument

SOCIAL COGNITIVE THEORY

ALBERT BANDURA
AN AMERICAN PSYCHOLOGIST
IN 1989
FOCUS: HUMAN BEHAVIOUR – LEARNING
BEHAVIOUR CHANGES – OBSERVATION & EXPERIENCE

- Three components – Observational learning, self-regulation, & self-efficacy.
- Four processes of Behavioural learning – intention, storage, practice, & motivation.
- Reciprocal determinism – the key concept of Social cognitive theory

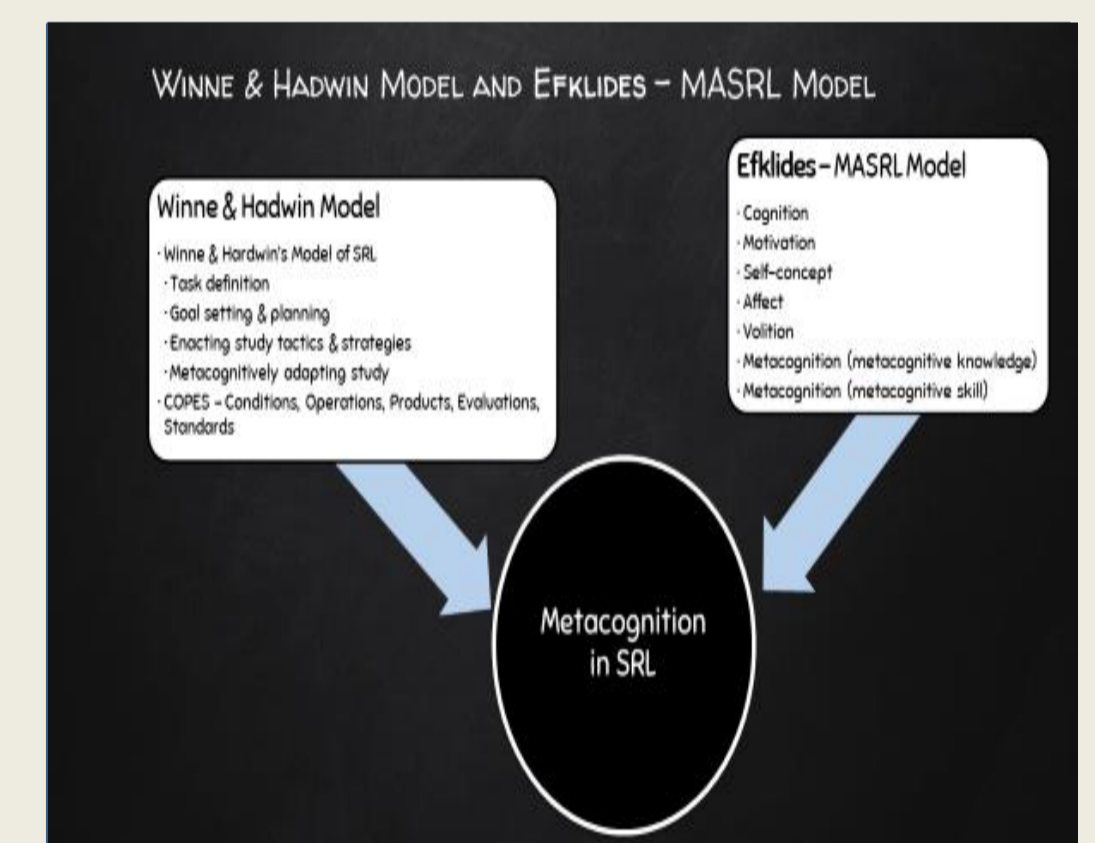
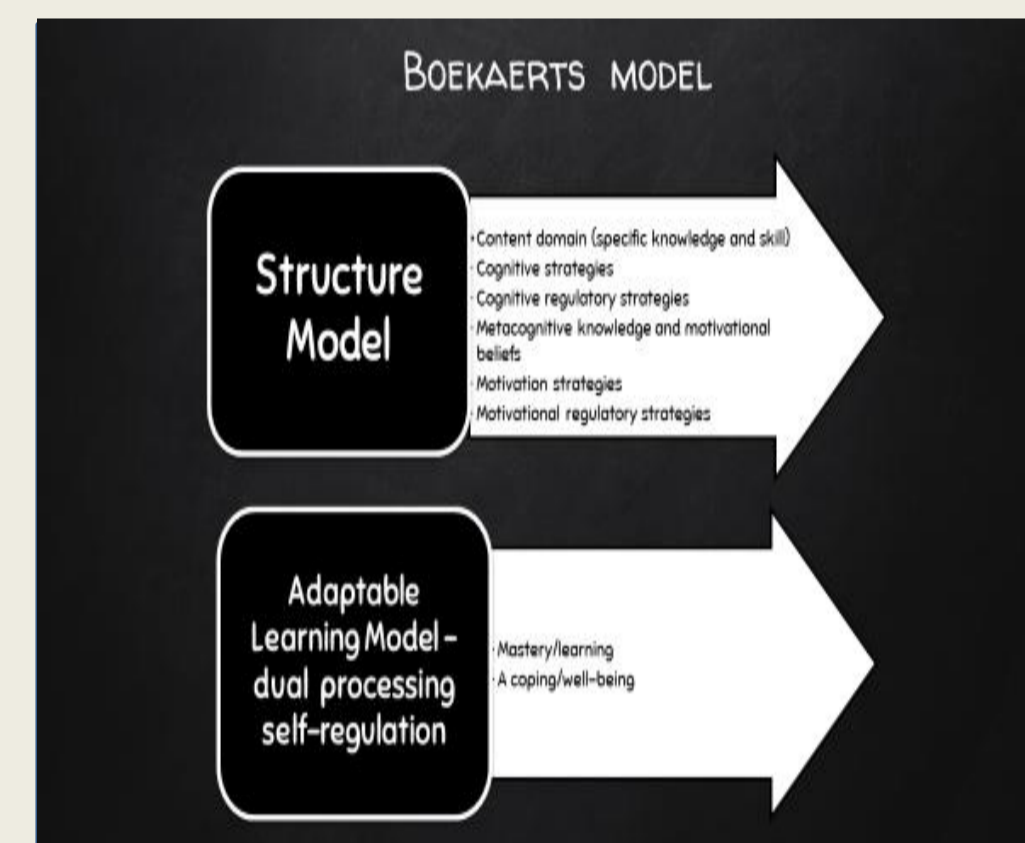
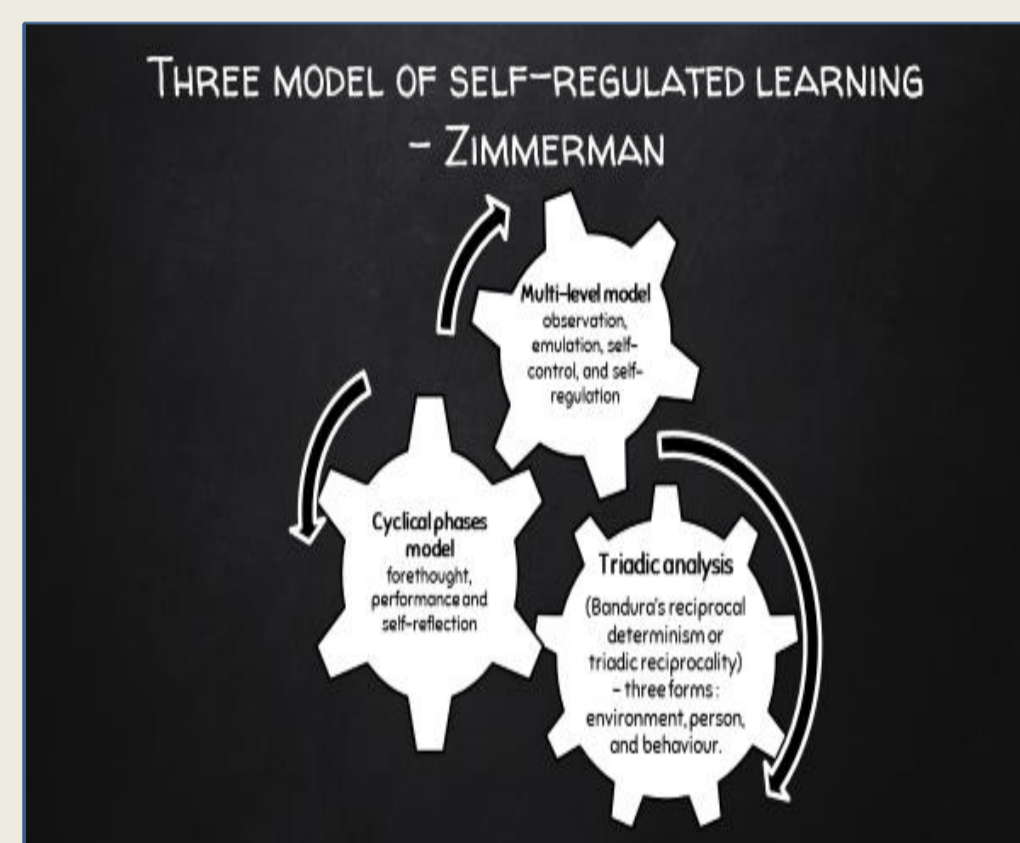


SELF-REGULATED LEARNING

Learning by using metacognition and motivation (Boekaerts & Corno 2005)
Cognitive, behaviour, and emotion, which directly impacts learning (Panadero 2017)
A social cognitive perspective of self-regulated learning (Zimmerman --starts from cognitive --social cognition (learner can learn from the interaction of the social)

SELF-REGULATED LEARNING AND STUDENTS' PERFORMANCE

Initiative learners, intrinsic motivation and personal responsibility success in their academic learning (Zimmerman & Martinez-Pons, 1988).
The learners start from primary to higher education level have sufficient self-regulated learning strategy can drive them to academic achievement (Dignath, et al., 2014)
Vital in higher education level achievement -- cognitive, metacognitive, behaviour, motivation, and emotion (Broadbent & Poon W. L., 2015) and (Panadero, 2017)
SRL relates to student success, study progress, and professional competencies in teacher education, including active learning (Virtanen, 2019)



PINTRICH SRL MODEL – THE ROLE OF MOTIVATION

Four phases of SRL:
- Forethought, planning & activation
- Monitoring
- Control
- Reaction & reflection
Four areas of regulation (Cognition, motivation/affect, behaviour, and context)

MSLQ and its importance

Motivated Strategies for Learning Questionnaire (MSLQ)
Manual for the use – 1991
Self-regulation measurement of MSLQ (Pintrich, 1991; Pintrich and De Groot, 1990)
Two parts, 82 questions in total: a) Motivation (1-31), and b) Learning Strategies (32-81)
The most used instrument in SRL tool (Roth et al., 2016) & self-efficacy assessment (Honicke & Broadbet, 2016)
Classified as an aptitude measure of SRL (Caesar R. Jackson, 2018)
self-regulated learning
Help students in improving the learning ability (Duncan & McKeachie, 2005)

Phases	Areas for regulation			
	Cognition	Motivation/affect	Behavior	Context
1. Forethought, planning, and activation	Target goal setting Prize control knowledge activation Metacognitive knowledge activation	Goal orientation adoption Efficiency judgments Ease of learning judgments (EOLs), perceptions of task difficulty Task value activation Interest activation	(Time and effort planning) (Planning for self-observations of behavior)	(Perceptions of task) (Perceptions of context)
2. Monitoring	Metacognitive awareness and monitoring of cognitive (FOKA, JOLA)	Awareness and monitoring of motivation and affect	Awareness and monitoring of effort, time use, need for help	Monitoring changing task and context conditions
3. Control	Selection and adaptation of cognitive strategies for learning, thinking	Selection and adaptation of strategies for managing motivation and effort	Increase/decrease effort Persist, give up Help-seeking behavior	Change or negotiate task Change or leave context
4. Reaction and reflection	Cognitive judgments Attributions	Affective reactions Attributions	Choice behavior	Evaluation of task Evaluation of context

Pintrich's Framework of Phases and Areas for SRL (Pintrich, 2000)

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MSLQ AND ITS IMPORTANCE

- X Motivated Strategies for Learning Questionnaire (MSLQ)
- X Manual for the use – 1991
- X Self-regulation measurement of MSLQ (Pintrich, 1991, Pintrich and De Groot, 1990)
- X Two parts, 82 questions in total: a) Motivation (1-31), and b) Learning Strategies (32-81).
- X The most used instrument in SRL tool (Roth et al., 2016) & self-efficacy assessment (Honicke & Broadbet, 2016)
- X Classified as an aptitude measure of SRL (Caesar R. Jackson, 2018)
- X self-regulated learning
- X Help students in improving the learning ability (Duncan & McKeachie, 2005)

CONCLUSION

- SRL is the main actor that influences the learning of students
- It's one of the key area in educational psychology research (Panadero, 2017).
- Even though self-report measurement (MSLQ) not get dynamic SRL behaviour idealized (Chemers et al., 2001 & Schraw et al., 2006), but the it plays the outstanding role in group difference measurements (Caesar R., 2018)

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